R E P O R T R E S U M E S

ED 010 971 RC 000 926

A COMPREHENSIVE REGIONAL APPROACH TO SMALL SCHOOL DEVELOPMENT.

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PUB DATE 65

EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *SMALL SCHOOLS, *PROJECTS, ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, STATISTICAL DATA, VOCATIONAL EDUCATION, AMERICAN INDIANS, EDUCATION, INNOVATION, TEACHING METHODS, INSTRUCTIONAL PROGRAM DIVISIONS, PROGRAMED MATERIALS, INDIVIDUAL INSTRUCTION, PRESCHOOL PROGRAMS, CULTURAL DISADVANTAGEMENT, EDUCATIONAL TELEVISION, TALENT, INSTRUCTIONAL AIDS, INSTRUCTION, EQUIPMENT, SPECIALISTS, WESTERN STATES SMALL SCHOOL PROJECT

THIS BROCHURE SUMMARIZES THE WESTERN STATES SMALL SCHOOL PROJECT. INCLUDED ARE THE PROJECT'S BASIC ASSUMPTIONS, CRITERIA FOR MEMBERSHIP, A LIST OF THE FIVE PARTICIPATING STATES, THE HISTORY OF THE PROJECT, A DESCRIPTION OF FOUR MAJOR PROJECTS ORGANIZED TO PROMOTE SMALL SCHOOL IMPROVEMENT, SIGNIFICANT RESULTS OF PROJECT ACTIVITIES, A CAREER SELECTION EDUCATION PROGRAM, AND THE MANY DIVERSE PROJECTS OF THE PARTICIPATING STATES. THE ARIZONA PROJECT ATTEMPTS TO MEET THE NEEDS OF BOTH STUDENTS AND TEACHERS FOR INDIVIDUALIZING THE TEACHING-LEARNING PROCESS. THE COLORADO PROJECT IS CONCENTRATING ON NEW METHODS, TECHNIQUES, AND ORGANIZATIONAL PATTERNS. THE NEVADA PROJECT EMPLOYS A VARIETY OF INSTRUCTIONAL MEDIA OR MATERIALS TO REDUCE THE EFFECTS OF SMALLNESS AND ISOLATION. THE NEW MEXICO PROJECT IS EMPHASIZING LINGUISTIC READING IMPROVED PREPARATION FOR CULTURALLY DEPRIVED RURAL CHILDREN, AND SPANISH FOR SPANISH-SPEAKING CHILDREN. THE UTAH PROJECT IS DEVELOPING GUIDELINES FOR AN ENVIRONMENT TO STIMULATE AND ENCOURAGE INDEPENDENT STUDY IN INDIVIDUALIZED PROGRAMS OF INSTRUCTION, EXPLORE APPROACHES TO MEETING THE PROBLEM OF EARLY CULTURAL DEPRIVATION, AND DEMONSTRATE THE EFFECTIVE USE OF EDUCATIONAL TELEVISION IN SMALL SCHOOLS. A DIRECTORY OF THE PROJECT DIRECTORS AND THE POLICY BOARD IS ALSO INCLUDED. (RB)

WESTERN STATES SMALL SCHOOL PROJECT

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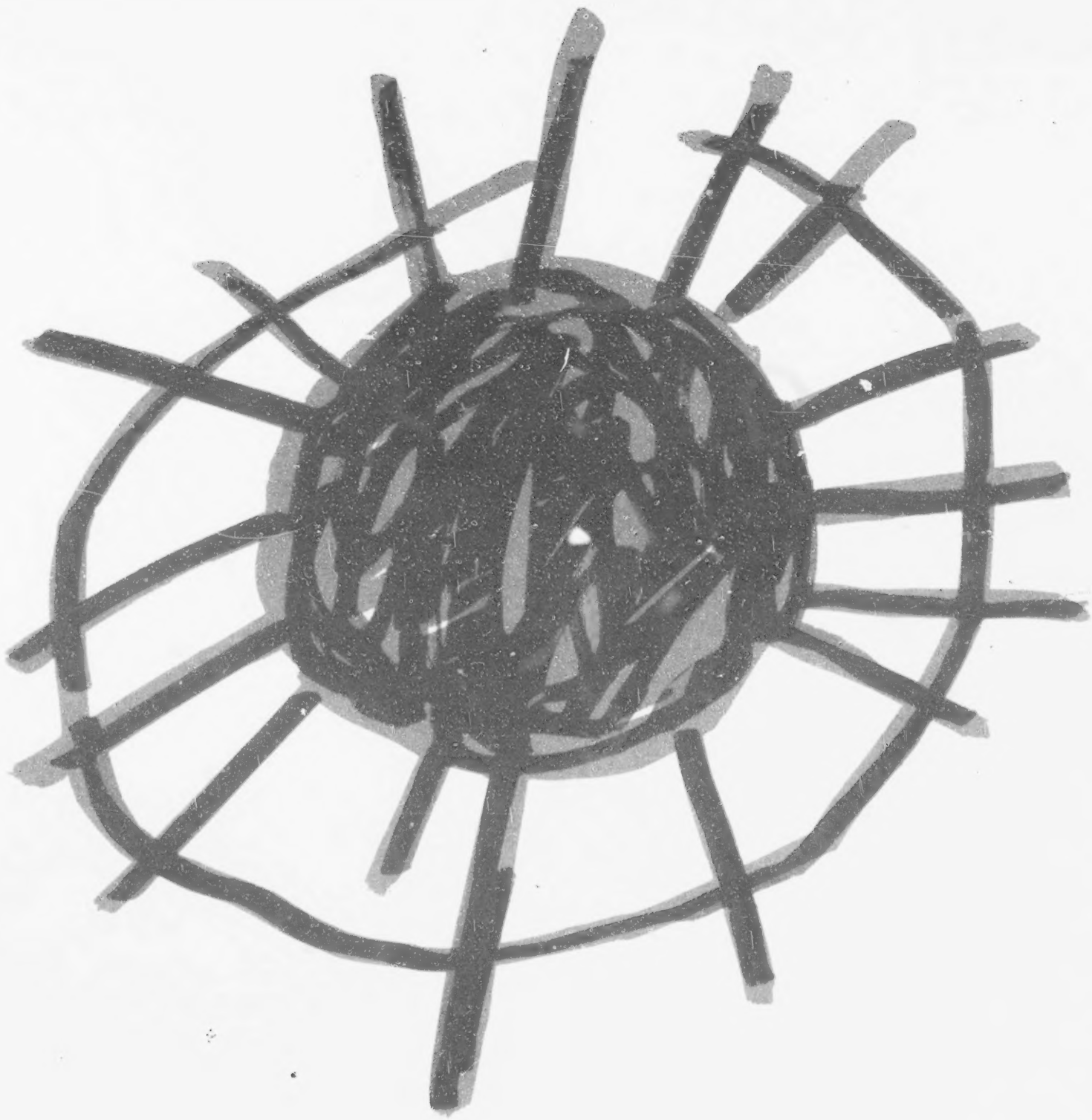

A Comprehensive Regional Approach To Small School Development

Because many of the problems of small schools have not been solved by a single school, district, or state, the education agencies of the participating states have organized the Western States Small School Project to find solutions to their common problems.

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The Western States Small School Project Is Based On Four Assumptions

1. Isolated small schools will continue to exist in significant enough numbers to justify increased activity for improvement.
2. Such schools need special research and development attention.
3. Solutions proposed for urban and suburban schools are not always applicable to rural areas.
4. There are some inherent, potential strengths in smallness which may be exploited.

Participating schools are given complete freedom to experiment as long as they plan carefully and evaluate their ideas.

Small Schools Have Unique Problems

Funds: low valuation or excessive costs per pupil result in inadequate services and facilities.

Facilities: specialized spaces are expensive where funds and pupils are sparce.

Leadership: difficulty of attracting and keeping high quality leaders.

Teaching Personnel: teachers live constantly in the public eye, have multi-subject assignments, find little to keep them in the rural small town.

Understanding: absence of or false community pride, and provincial nature of community leaders often exist in small communities.

Isolation: the limited cultural resources within the small community and the distance from urban centers restrict the curriculum and support resistance to change.

Criteria For Membership In Western States Small School Project

1. Only selected schools are members of W.S.S.S.P.
2. Local administrative leadership and staff committment necessary.
3. Board of Education must be willing to adopt policies for innovative and exemplary programs.
4. All efforts must be directed to further exploration of means of improving necessarily existent small schools through new, modified, or unique approaches.
5. All member schools must be small, isolated, or otherwise rural in character. Failure to consolidate shall not be regarded as sufficient criteria of necessary existence.
6. All project proposals must have the approval of the department of education in the state in which the project exists.
7. All projects must, through presentation of plan for measurement, etc., demonstrate that appropriate safeguards will be provided to assure sound research and experimentation.

States That Are Involved: Arizona, Colorado, Nevada, New Mexico And Utah

These states are similar in that they –

Are rural in character.

Contain many small schools.

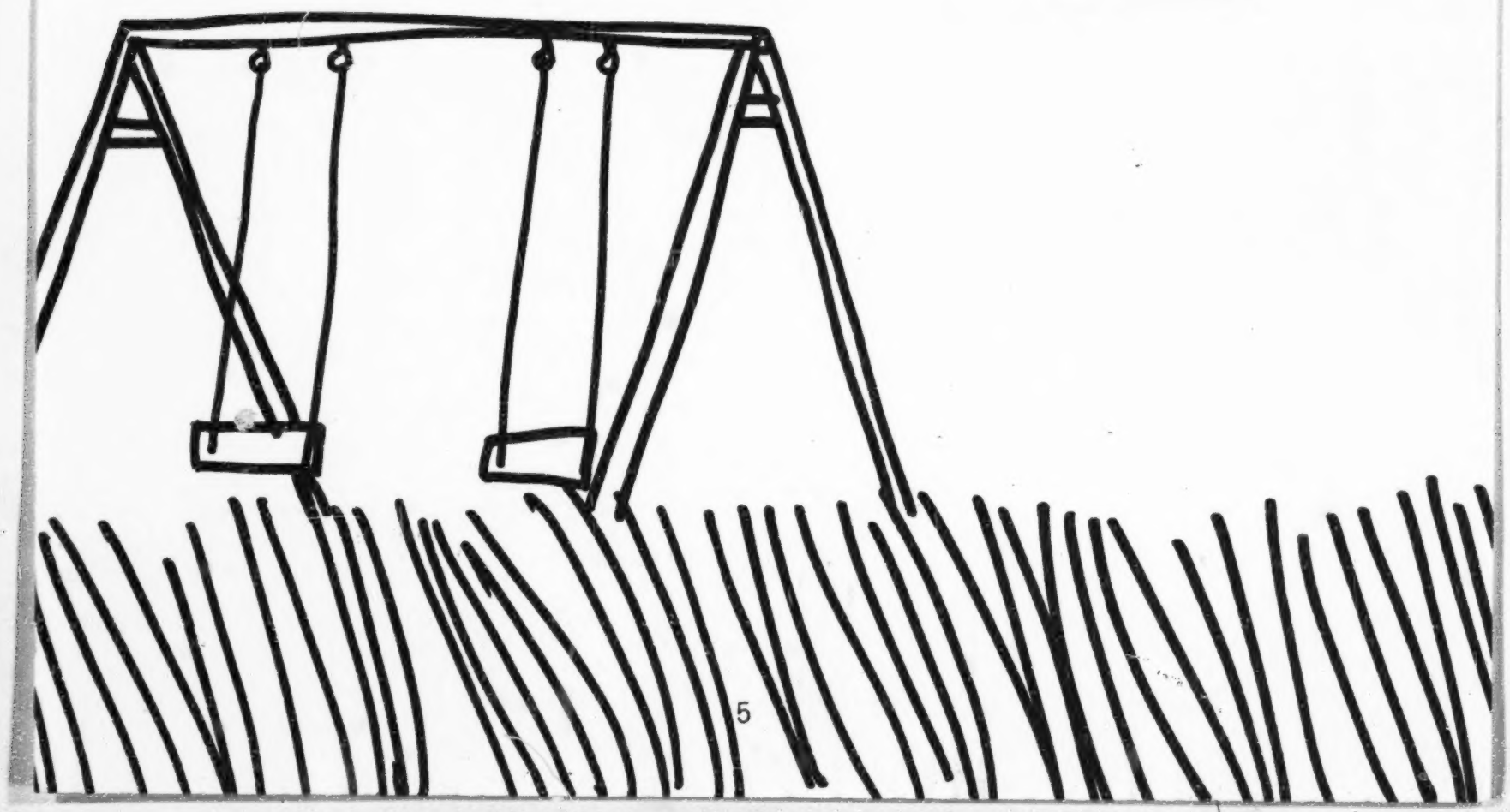
Are sparsely populated.

Have irregular terrain.

Have extreme local weather conditions.

Have great distances between schools.

Have sociological extremes.



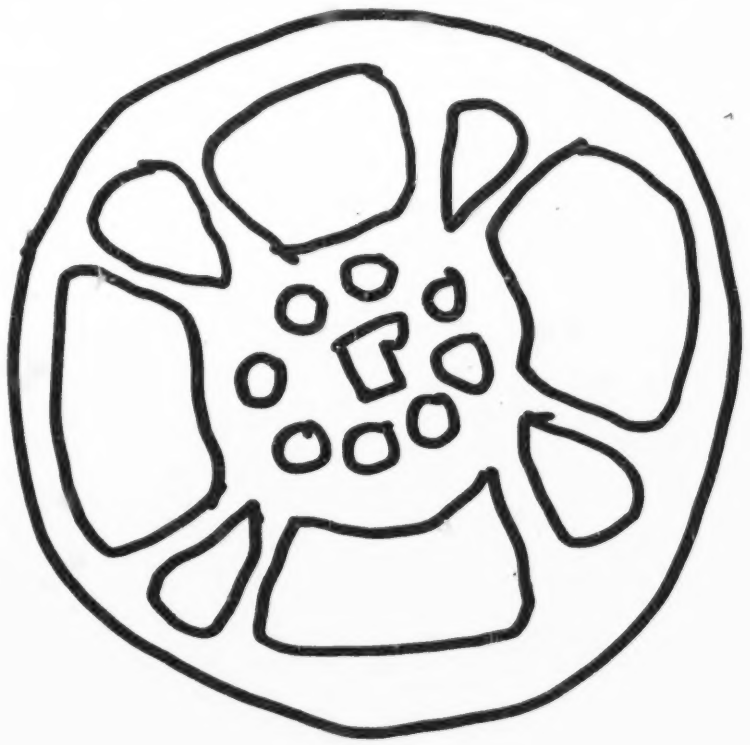
The History Of Western States Small School Project And Four Major Projects That Were Organized To Promote Small School Improvement

The Rocky Mountain Area Project for Small High Schools 1957-1961

The Rocky Mountain Area Project attempted to develop, demonstrate, and document ways in which small schools could take advantage of their strengths in order to provide an excellent education for all students. Methods investigated were the teaching of multiple classes, use of small group techniques, use of university-developed correspondence courses, identification and use of community resources, the Encyclopaedia Britannica Harvey White Physics and John Baxter Chemistry films, youth seminar programs, and variations in scheduling practices. The project included 25 small schools.

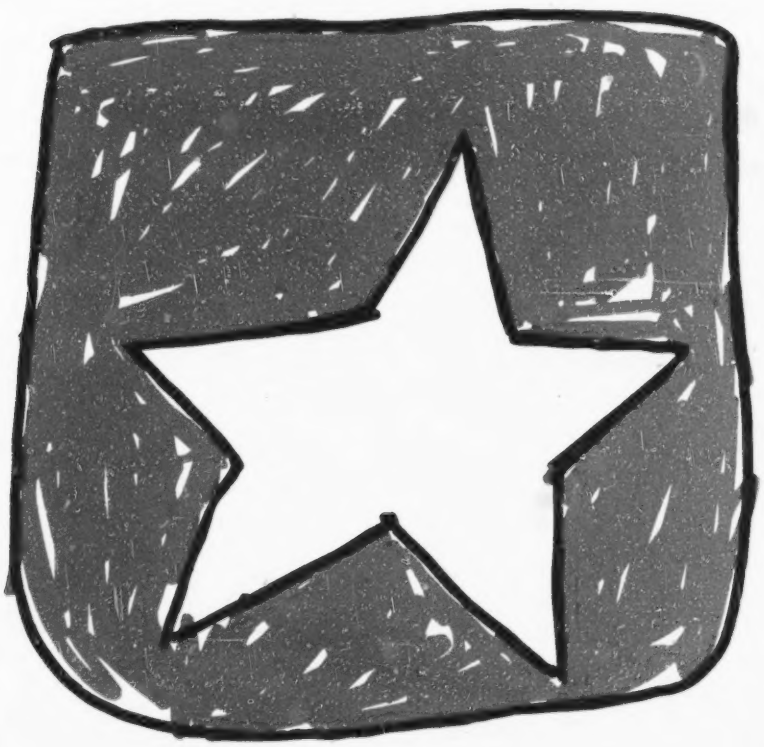
The Catskill Area Project in Small Design 1957-1960

The Catskill Area Project of east central New York State involved approximately 27 small secondary schools. Areas investigated were multiple class teaching, the use of correspondence courses, shared services, the use of teacher aides, youth seminar programs, new approaches to scheduling, technological innovations, and the use of Encyclopaedia Britannica Physics films.



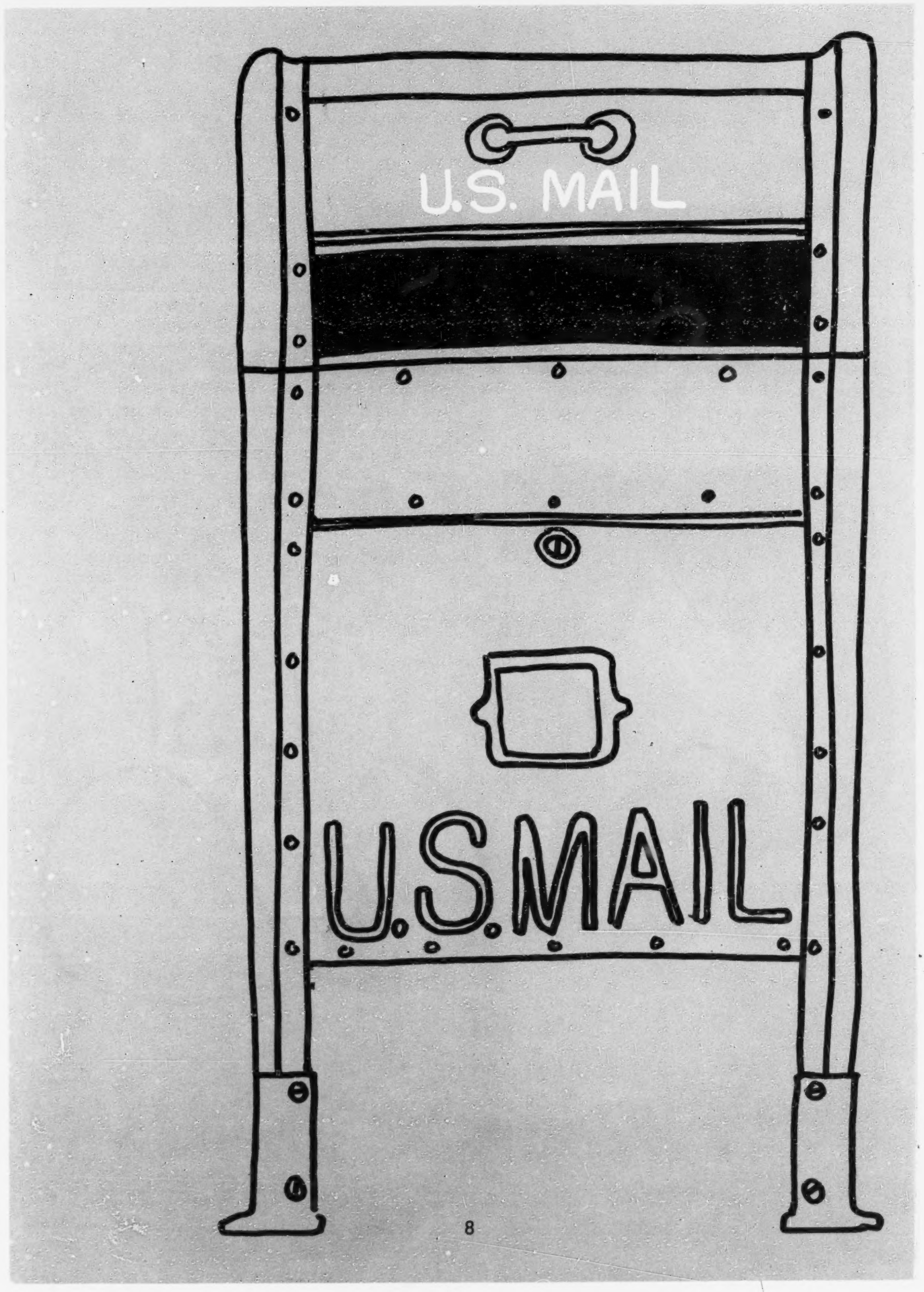
The Texas Small Schools Project 1960

The Texas Small Schools Project grew out of a special study of the problems of small schools conducted by the Texas Education Agency in 1959. Methods and techniques explored to meet their problems were teaching multiple classes, supervised correspondence courses, cooperative service programs, school aides, new media in teaching, instructional materials center, and flexible schedules.



The Western States Small School Project 1962-

The Western States Small School Project was founded on an agreement of five state education agencies to cooperate in finding solutions to common problems of small, rural schools. Under the Central Policy Board, comprised of five chief state school officers, a regional coordinator and state directors have been appointed. A 3½ year demonstration project was funded by Ford Foundation. Besides sharing results of their individual operations, and jointly publishing their findings, all states investigated the use of self-instructional devices and programmed materials for providing additional opportunity for individualized instruction and continuous progress education. These projects will continue and new projects will be initiated.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The Western States Small School Project Is Influential In The State, Region, Nation and World

From its modest beginnings the W.S.S.S.P. has achieved considerable growth and has become influential in rural education in small schools.

Visitors and inquiries have come from all over the nation and twenty-three foreign countries. In addition, project materials are mailed to parents, board members, college personnel, foundations and administrators from all over the fifty states and four U.S. possessions.

PROJECT SCHOOLS			
	ELEMENTARY	SECONDARY	TOTAL
1962-63	18	49	67
1963-64	30	63	93
1964-65	54	65	119

Significant Results Of Western States Small School Project Activities

1. The use of programmed materials and the multiple class arrangement have significantly expanded the course offering in small rural high schools.
2. The combination of continuous progress education, non-graded curriculum, self-instructional materials, independent study opportunities and multi-phased curriculum is an effective approach to the individualization of instruction in small schools.
3. The telephone is an effective tool for sharing teachers and for increasing the resources available to small schools.
4. The large learning laboratory, team teaching, and the use of instructional materials have been blended into an instructional design that is particularly well suited to the small high school.
5. By utilizing a team of change agents consisting of teachers and administrators in small schools, state department staff m[illegible]s, and consultants from university staffs promising changes in instructional practices in small rural schools can be effected and institutionalized.

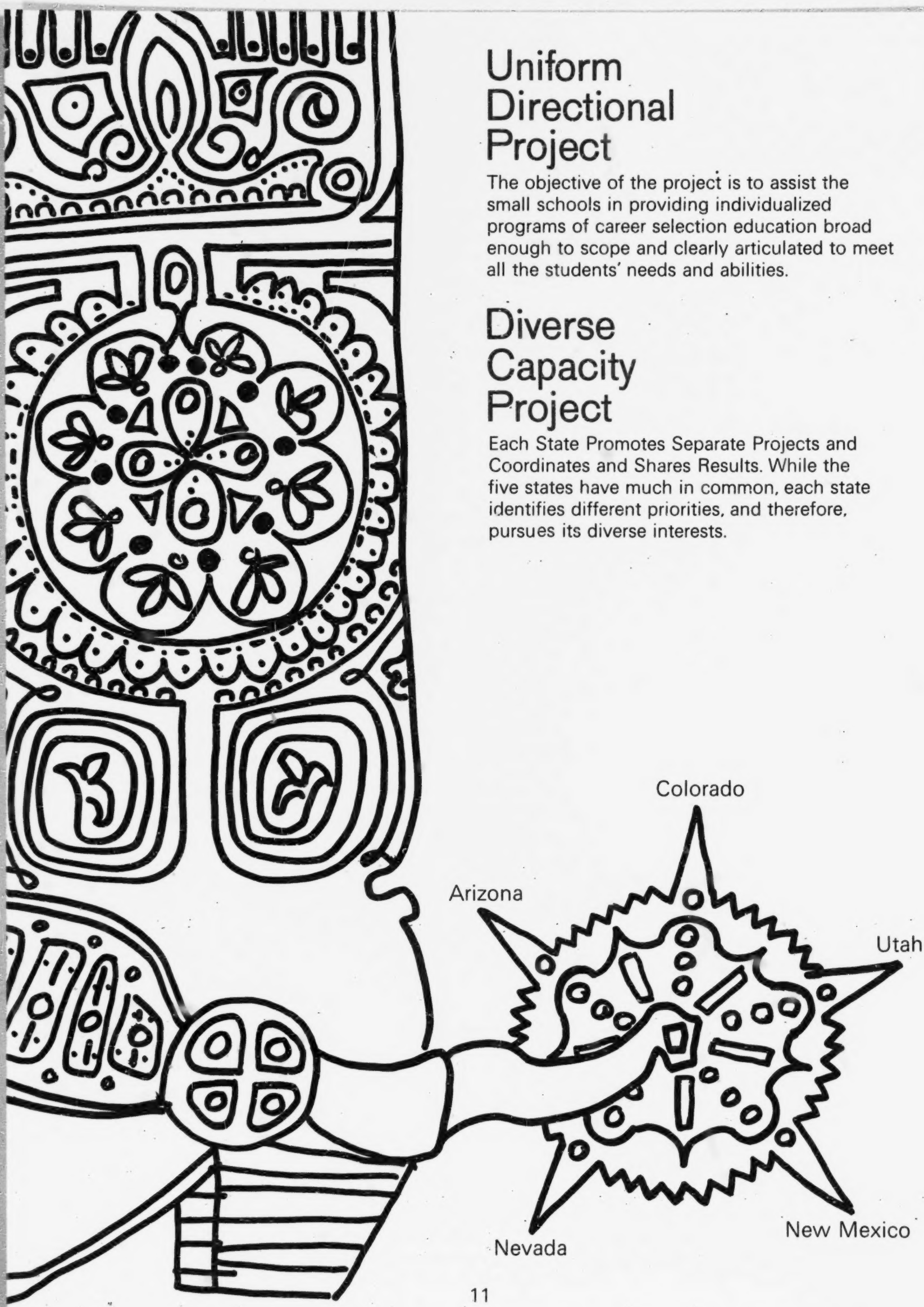
TWO MAJOR PROJECTS

Uniform Directional Project

The objective of the project is to assist the small schools in providing individualized programs of career selection education broad enough to scope and clearly articulated to meet all the students' needs and abilities.

Diverse Capacity Project

Each State Promotes Separate Projects and Coordinates and Shares Results. While the five states have much in common, each state identifies different priorities, and therefore, pursues its diverse interests.



Education For Career Selection And Orientation To The World Of Work: A Uniform Directional Project

For Schools in Selected Communities Where Schools Are Chiefly by-passed by the Convention Approaches

These schools are characterized by:

1. Student population consisting of rural farm or non-farm youngsters.
2. The federal vocational and other programs are not meeting the vocational needs of most students.
3. No residential or other types of area vocational schools are available.
4. The school is, by state law or state definition, necessarily isolated.
5. School consolidation has not resulted in a large enough attendance unit to offer by conventional methods an economically feasible and broad vocational education.
6. The high school enrolls 200 or fewer students in the upper four years of education.

Project Objectives

Specifically students in these schools will be helped to:

1. Make intelligent career selections.
2. Develop skills useful in post high school education.
3. Develop specific job entry skills.

Project Plan

Participating schools have developed programs of content and method which represent broad experiences for students in:

1. Exploratory and orientation experiences.
2. Career selection lab experience.
3. School - work program.

The academic - general education program has been modified to blend with and actively support career selection education.

A Career Selection Agent has been appointed in each school to maximize the use of school and community resources in career selection education.

Small Rural Schools That Are Seeking Ways Of Meeting Vocational Needs

Diverse Capacity Projects Participated In By Arizona , Colorado, Nevada, New Mexico, Utah

Arizona

1. Individualized Instructional Program for a continuous progress school having a predominately Indian enrollment.

Colorado

1. Pre-school programs for rural areas.
2. Continuous progress and individualized instruction.

Nevada

1. The use of amplified telephone and other educational technology to reduce isolation.
2. Homework helper project to facilitate individualized instruction.

New Mexico

1. Teaching Spanish to native speakers of Spanish.
2. Using the Linguistic Readers in Teaching English to first-year Spanish-speaking students.
3. Improved preparation for culturally deprived rural children.

Utah

1. Guidelines for prepared environment for instructional laboratories in small schools.
2. The effective use of ETV Programs in small schools.
3. Approaches for meeting the problem of early cultural deprivation in small rural schools.
4. A continuous study of the small school and its setting.

1. Tonopah 2. Virgin Valley 3. Milford
4. Escalante 5. Bryce Valley 6. Fredonia
7. Sahuarita 8. Patagonia 9. Cliff
10. Cloudcroft 11. Weed 12. DeBeque
13. Meeker 14. Haxtun 15. Simla

The Arizona Western States Small School Project

This Project will attempt to meet the needs of both students and teachers for individualizing the teaching-learning process.

Special adjustments will have to be made in the curriculum, methods, materials, and educational media.

Some of the expected outcomes of this Project are: the development of a Demonstration Center; the expectation that a set of guidelines can be developed which would be generalizable in other states; the development of a curriculum which will lead to:

1. A better self-image.
2. Increased learning gain.
3. New behaviors which will lead to full and equal citizenship for Indian-Americans.

The training of a corps of teachers who can implement these practices in the classroom.

Grant funds have been made available for organizing a task force to plan strategies enabling the school to implement this Project.

A variety of persons and agencies will assist teachers and administrators in preparing a demonstration center which employs individualized learning experiences in a continuous progress environment.

In order to implement these strategies, workshops, cross-visitations, consultancies, and in-service training programs have been structured.

The Colorado Western States Small School Project

The small school improvement activities in Colorado have concentrated on new methods, techniques, and organizational patterns which will enable the isolated small school to provide a more nearly comprehensive program. These efforts began with such activities as multiple class teaching, gifted youth seminars, and the use of science film courses. These efforts have evolved into programs for individualizing instruction and includes an accompanying continuous progress organizational pattern.

In continuing the quest for a comprehensive educational program for children attending small schools, a number of areas demand additional attention.

Pre-School Programs for Rural Areas

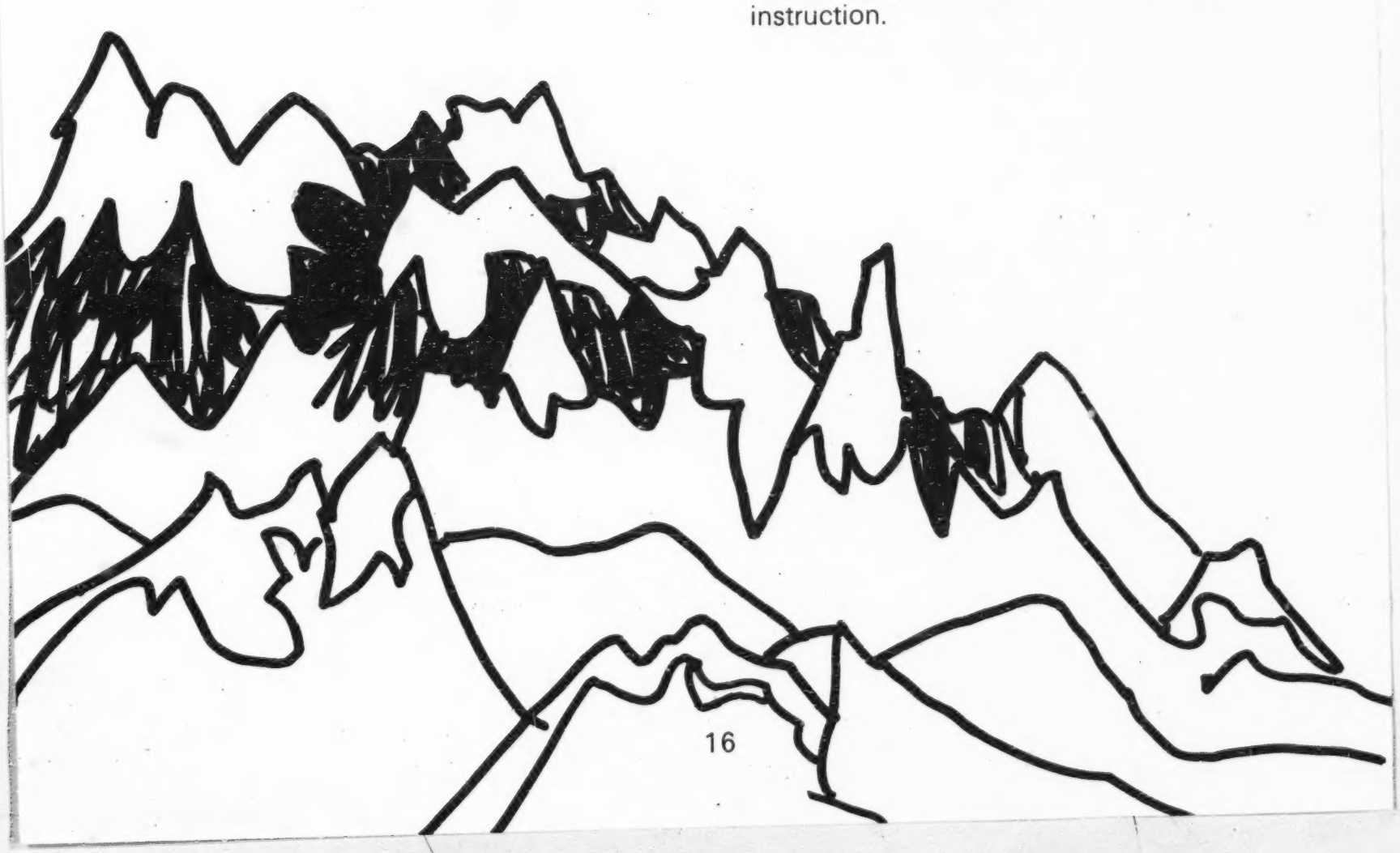
Suitable approaches to pre-school activities will be explored allowing children in rural areas to acquire those skills needed for attaining success in a school program. Approaches will include:

1. Modifying traditional organizational patterns. Working with parents who will in turn work with their children in the development of desired skills.
2. Assembling kits of materials which can be used to develop needed skills of learning.

Continuous Progress and Individualized Instruction

Past experience has indicated that continuous progress and individualization of instruction are feasible patterns of operation for small schools; the role of the teacher has changed as individualization of instruction takes place; and materials, technology, and facilities are playing a more important role in the learning activities of students. Additional exploration is taking place to:

1. Relate the above findings to all areas of the curriculum and to all grade levels.
2. Identify interaction patterns and the relationship of the teacher, the environment, and the students to the learning process.
3. Find the skills and understandings required of the teacher to work successfully in continuous progress and individualized instruction.



The Nevada Western States Small School Project

Twenty-four of Nevada's 39 high schools enroll fewer than 200 pupils. The same proportion of Nevada's elementary schools are "small." These schools are located where population is sparse and distances are great.

The Need

1. Pupils educated in these schools suffer cultural and social deprivation. They need programs that help them overcome these disadvantages.
2. Small staffs fail to provide teachers with depth of training in areas where specialized training is needed. Ways must be found whereby small schools can have available the services of "specialized" teachers.
3. Teachers in small schools need ways of organizing and utilizing time so individual student needs can be met.
4. Small schools need teachers who are both amenable to and comfortable with innovation and change.

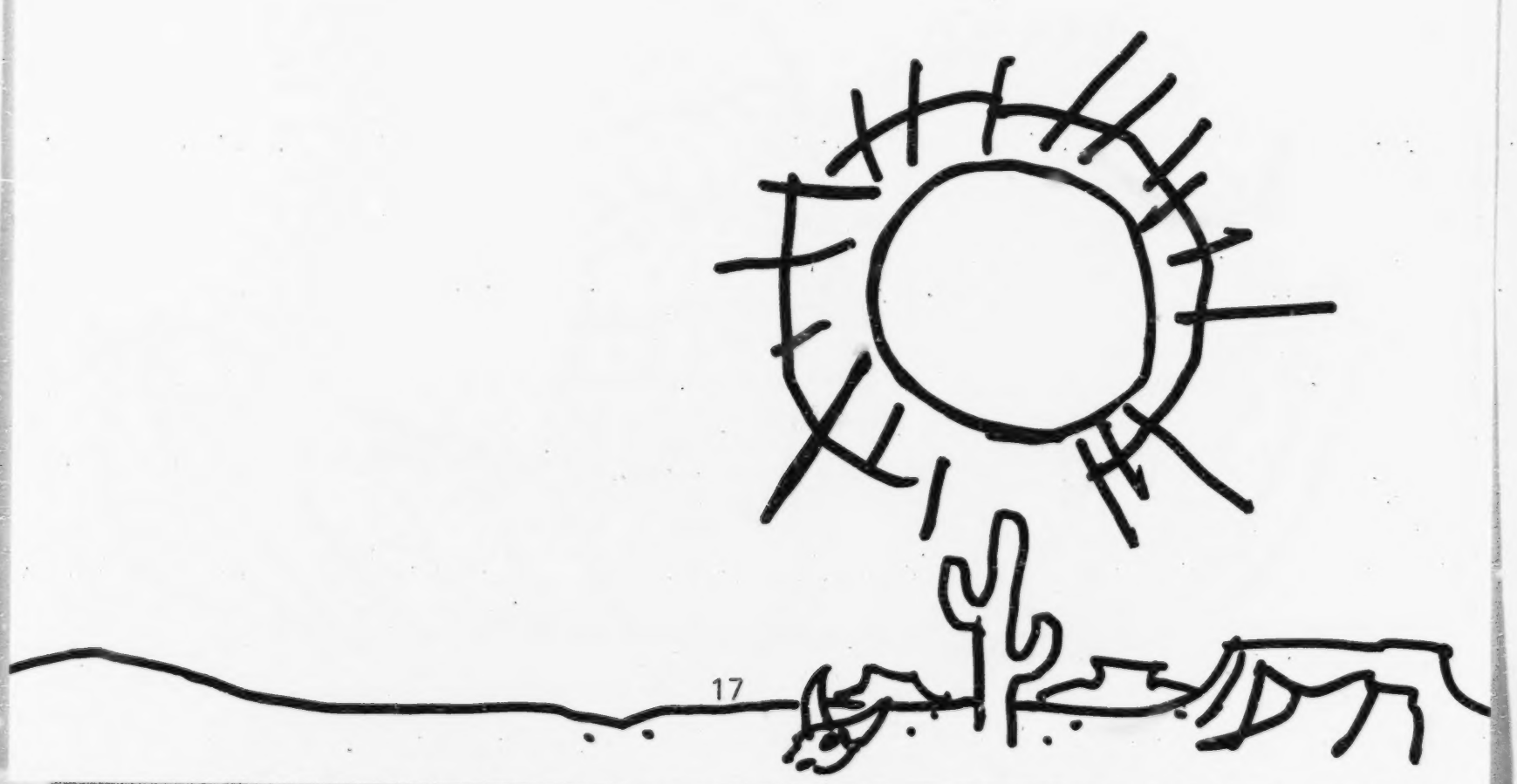
The Plan

The amplified telephone, tape recorder, and other instructional media or materials will be employed in a variety of ways to reduce the effects of smallness and isolation.

1. A master art teacher in one school will be "shared" with several other small schools via amplified telephone and by utilizing special materials.
2. Teachers in a network of small schools will receive their in-service education from a remote college campus via amplified telephone and taped recordings.
3. Learning opportunities in small elementary schools in the curriculum areas of language, music, art, etc. will be extended through the combined use of self-instructional materials and amplified telephone.

A Homework Helper Project

Selected volunteer students will be involved in helping other students master fundamental concepts. The volunteer homework helpers will be oriented to and trained in techniques to be employed.



The New Mexico Western States Small School Project

Linguistic reading may be new fangled words to some educators; however, the teachers in the New Mexico Small Schools Project who are working with linguistic reading are finding basically sound solutions to many reading problems as they pursue the linguistic method. The challenge of a multi-culture society such as we have in New Mexico keeps all educators constantly in search of new methods to meet everyday problems.

The new Western States Small Schools Project program for New Mexico will explore the following programs:

Linguistic Readers

Here we are initiating the program of reading which is oriented to the bilingual child.

Improved Preparation for Culturally Deprived Rural Children

A special reading consultant to search out reading problems and give individualized programs for those in need of such.

Spanish for the Spanish-Speaking Child

The children in this program are bilingual with neither the English nor Spanish perfected. Learning to read, write, and speak properly in the native Spanish is a new goal.

Criteria for Participation

In addition to the five-state criteria, schools participating in New Mexico must:

1. Desire to participate and have a willingness to meet expected goals.
2. Give full cooperation and provide local supervision.
3. Have school board in harmony with the project goals and procedures.
4. Be willing to have visitors to see the project in action.
5. Be willing to explain the program to parents and others who are interested.
6. Make materials and supplies available.
7. Be agreeable to continue worthwhile phases of the project which are found to be worthwhile after external funds are withdrawn.

Participating Agencies

The New Mexico State Department of Education

The colleges and universities

Selected small public schools

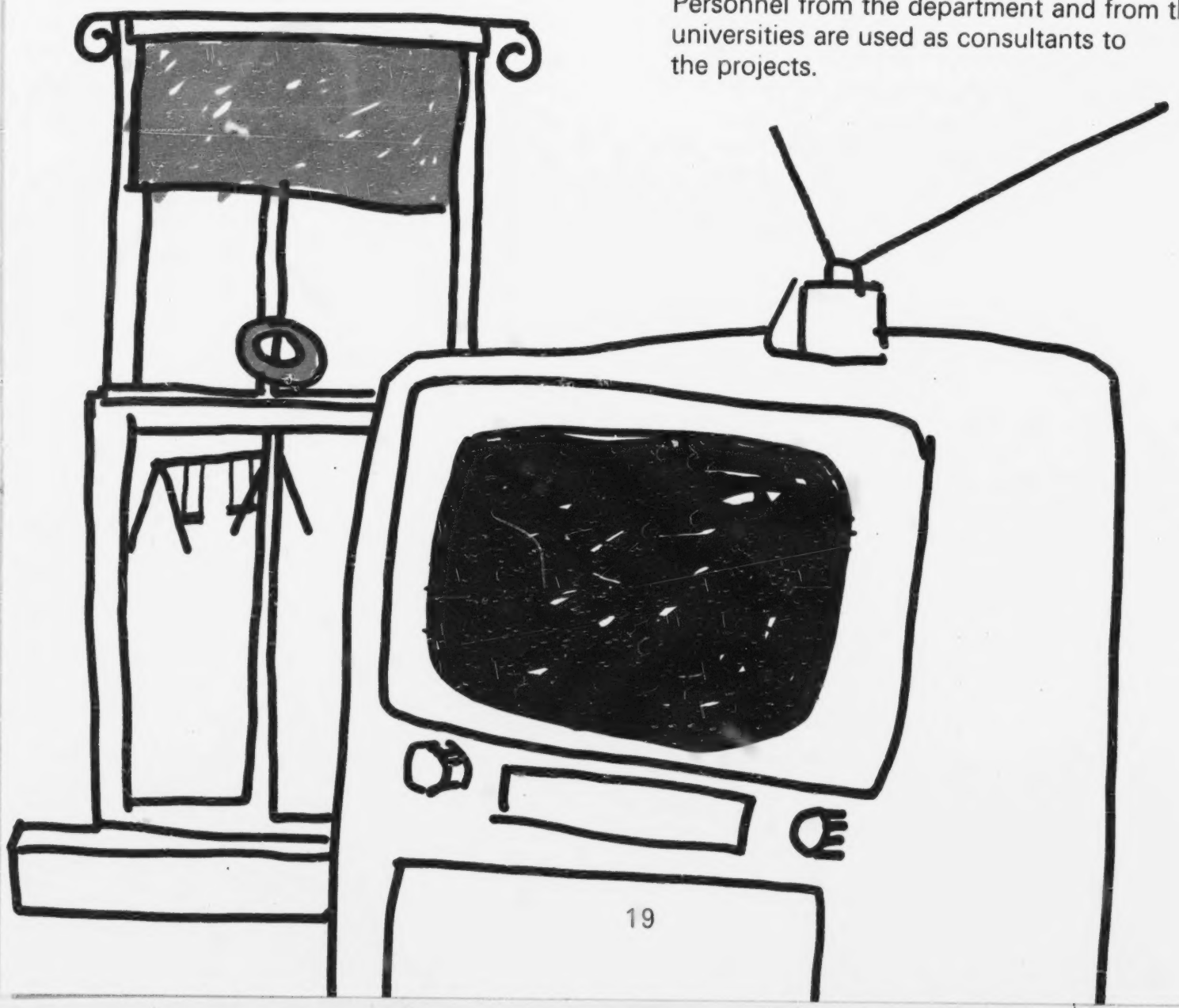
The Utah Western States Small School Project

1. Develop guidelines for a prepared environment to stimulate and encourage independent study in individualized programs of instruction. The most effective use of large area learning laboratories will be explored.
2. Explore approaches to meeting the problem of early cultural deprivation that may hinder learning in small rural schools.
3. Demonstrate the effective use of educational television in small schools and particularly to explore ways of using this medium in connection with individualized programs and as an independent study device.
4. Continue the study of the small school in its setting, nature and effects of rural deprivation, characteristics of rural youth and characteristics of teachers who succeed in small schools.

Western States Small Schools Project for Utah will assist project school and school districts in designing, proposing, developing, and evaluating projects by providing them with:

1. Consultant help.
2. In-Service training and workshops.
3. Inter-School visitation opportunities.
4. New materials and ideas.
5. Preparation and publication of instructional guidelines and reports.
6. Instructional leadership.
7. General evaluation.
8. Conference for rural School Board Members.

Western States Small Schools Project for Utah works closely with and under the direction of the State Department of Public Instruction making use of the resources of this department in developing and conducting projects. Personnel from the department and from the universities are used as consultants to the projects.



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